



ARIZONA DEPARTMENT OF EDUCATION  
Tom Horne, Superintendent of Public Instruction  
**LOCAL DIRECTORS MEETING**  
**January 24, 2008**

8:30 am to 8:35 am	<b>Welcome and Introductions</b>	<b>Milton Ericksen, Barbara Border</b>
8:35 am to 8:40 am	<b>High School Graduation Requirements</b>	<b>Barbara Border</b>
8:40 am to 9:05 am	<b>Fiscal Monitoring - Procurement</b>	<b>Ted Davis</b>
9:05 am to 9:10 am	<b>Perkins Five-Year State Plan Breakout Overview</b>	<b>CTE Management Team</b>
9:10 am to 9:25 am	<b>Break</b>	<b>All Attendees</b>
9:30 am to 10:40 am	<b>Perkins State Plan – Section II</b>	<b>Copper Basin Jan Brite</b>
10 minutes per breakout 5 minutes between breakouts	<b>Perkins State Plan – Section III and IVEP/ICTEP</b>	<b>Arizona Room Karlene Darby</b>
	<b>Perkins State Plan – Section IV and Levels</b>	<b>Main Room Helen Bootsma</b>
	<b>Perkins State Plan – Section V</b>	<b>Prescott/Chino Dennis Fiscus</b>
	<b>Perkins State Plan – Section VI and Budget Forms</b>	<b>Granite Mountain Ted Davis</b>
10:45 am to 11:35 am	<b>Regional Local Director Breakout Sessions</b> <ul style="list-style-type: none"><li>• North Region</li><li>• South Region</li><li>• East Region</li><li>• West Region</li></ul>	<b>Copper Basin All Attendees</b> <b>Arizona Room</b> <b>Prescott/Chino</b> <b>Granite Mountain</b>
11:35 am to 11:40 am	<b>Reassemble in Main Room</b>	<b>All Attendees</b>
11:40 am to 11:50 am	<b>Innovation Grants and 2008 Concentrator Reporting</b>	<b>Steve Peterson, Penny Legge</b>
11:50 am to 11:55 am	<b>Reports:</b> <b>ACTE</b>	<b>Pam Ferguson</b> <b>Brenda Marietti</b>
11:55 am to 12:00 pm	<b>ACOVA</b>	
12:00 pm	<b>Adjourn</b>	



# "Fiscal Monitoring"

**Ted Davis, Career & Technical Education (CTE)  
Grants & Enrollment Section**

**602.542.5349**

**[ted.davis@azed.gov](mailto:ted.davis@azed.gov)**



# Fiscal Monitoring Is Required

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- Perkins programs are a likely target because they are often not audited –
- Fiscal program monitoring is required per:
  - 34 CFR §80.40
  - OMB Circular A-133, Section 400(d)(3)
  - OMB Circular A-133, Section M, Subrecipient Monitoring, Compliance Requirements



# Before We Get To "Procurement"

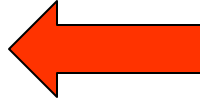
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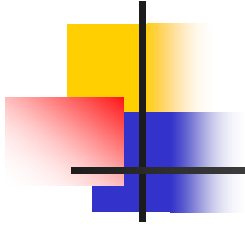
- For almost a year I have been telling you that *they* are going to change the definition in EDGAR of “equipment” – *Well?*
- The new EDGAR is out.... And..... They didn't. My forecast for the future was **wrong**.

(Don't take my advise on who's going to win any type of sporting event either... )

- However the OIG and USDOE CFO is still asking how do you handle and keep track of that stuff “that looks like a duck and quacks like a duck” that just happens to cost less than \$5,000... (Stay tuned!)

# Monitoring Should Focus On The Typical Problem Areas

- Compliance with the provisions of your grant/program regulations and your approved grant application.
- Procurement. 
- Property management.
- Time & effort reporting/documentation.
- Grant period issues – When may costs be charged to a grant; are they charged to the correct grant-year, etc.?



# Continuing Our Monitoring Theme & How To Avoid Problems, Our Topic Today Is:

*Procurement – NOT FOR Amateurs*

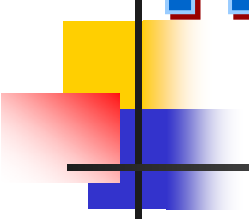


# OCFO Issues -

**From the Office of the Chief Financial Officer,  
USDOE<sup>1</sup>**

- **249 - Findings**
- **48% -Related to procurement and distribution**
- **38% - Equipment controls**
- **9% - Audit issues –**
  - **Inadequate guidance related to recipient corrective plans of action.**
  - **Inadequate follow-through on corrective plans of action.**
  - **Reports not timely, inadequate or could not be found.**

<sup>1</sup>Fiscal Components of Title I & III Monitoring and a Summary of Recent Findings, James Evans, Managing Federal Education Grants Fall Forum, Nov. 30, 2006.



# Procurement - The Basics...

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- **Best left to your district's Procurement Manager and Business Managers**
- **Typically equipment is bought through an “existing” list of items that have already been bid – State bidders list, the Mohave Bidders Consortium, etc.**
- **Bidding for “services” is where the *risk* to a CTE Director increases –**
  - **Meeting facilities**
  - **Meeting Speakers/Presenters**
  - **Printing**
  - **Supplemental instructional materials**





# **Procurement - The Basics...**

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- **Districts may have their own policies. They may differ, depending on what you are talking about...**
  - **Printing**
  - **Meeting space**
  - **Student Activity funds vs. general District funds**
  - **Etc.**



# Procurement - The Basics...

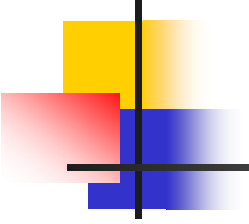
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Whether you are talking about –

- **BIDS** (typically associated with stuff where price is the primary issue) – equipment, supplies, etc., or
- **PROPOSALS** (typically associated with services) – professional development, speakers, people

Things become more complex once you hit

\$5,000.00



# Procurement - The Basics...

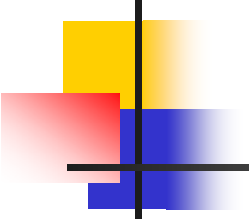
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- **Less than \$5,000, most districts and the auditors expect you to have made some sort of effort to compare price, whether its obtain three verbal quotes or written quotes.**

**(Please go on-line and look at the USFR Audit Guide the Auditor General puts out.)**

- **\$5,000 or more and you are getting in to written quotes, requests for proposals, the minimum number of days a request for proposal ad must be run in your local paper, etc., type issues that an auditor will expect to see –**

***Supporting ‘documentation’ on...***



# Procurement - The Basics...

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## Rule No. 1...

- ❖ Talk to you Business Manager &
- ❖ Procurement Manager

## If You're Dying To Know...

- Administrative Code R7-2-1001 through R7-2-1195



# What's The Worst Thing A District or College Can Do Relative to Procurement Practices?

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- *Fail to comply with their State's and institution's minimum procurement guidelines*
- *Fail to maintain 'Adequate Documentation'*



# **It's Possible For You To Contribute To The Problem !**

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- ***Plan Ahead*** – Last minute procurement decisions are the most likely to have problems.
- Unless you are authorized to legally obligate your district, don't sign anything that ....
  - Looks like a contract
  - Looks like an agreement to purchase equipment, supplies, meeting or conference space, etc...
- Ask questions. Equipment - ask your Business Manager or Procurement Officer if it's on "some sort of equipment consortium bidders list?"
  - Play "dumb"; just approach the procurement question as though you are just trying to understand the process...



# It's Possible For You To Contribute To The Problem !

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## Do You Have A District Issued Credit Card? (P-Cards)

- Know your district's rules on the use of P-Cards.
- Keep every receipt, on-line or conformation document, etc. generated as a result of the use of the card.
- Keep photo copies of the documents in a separate folder, since you probably will be required to submit the originals to your business office (and they never lose anything). 😊
- Reconcile your card monthly.
- Don't mix *your district P-Card* in with your personal credit cards.



# What Might A Monitor Ask You?

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- They might ask you how your district buys its equipment.
- You might be asked about an expenditure included on your completion report for services, facilities, etc.
- Such questions will typically be directed to your business manager – but it pays to ask questions at the time the costs are incurred, especially, if you have new personnel in key positions.
- Your goal is to “cover” you and them; not to be a procurement specialist.



# **Your Library**

## **LEA – Eligible Recipients**

- **Program law & applicable regulations**
- **Your school, district or college guidelines related to –**
  - **State financial reporting requirements**
  - **State and local procurement requirements**
  - **State and local inventory and personal property control requirements**
  - **K-12, OMB Circular A-87**
  - **College or university, OMB Circular A-21 (When the college is the Tech Prep fiscal agent)**
  - **Nonprofits, OMB Circular A-122**
  - **The consolidated audit requirements – OMB Circular A-133**

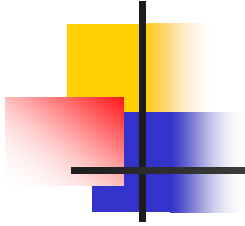
## **Your Library - Cont.**

- **OMB Circular A-133; the Cross Cutting Section and your program-specific compliance supplement**
- **EDGAR (34 CFR 74 – 99)**
- **USFR**
- **USFR Program Memorandum No. 185 Audit Compliance Questionnaire**
- **Title 15 (Education)**
- **Arizona Administrative Code – Title 7 Education**
- **Recent legislation related to your program**



# On-Line Resources -

- Federal Program Offices – <http://www.ed.gov>
- Perkins Act – <http://www.ade.az.gov/cte/downloads/PerkinsIV081206.pdf>
- OMB Circulars – <http://www.whitehouse.gov/omb/circulars>
- EDGAR – <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- Title 15, Current Bills, etc. – ALIS [www.azleg.state.az.us](http://www.azleg.state.az.us)
- Arizona Administrative Code -  
★ [http://www.azsos.gov/PUBLIC\\_SERVICES/Title\\_07/07\\_table.htm](http://www.azsos.gov/PUBLIC_SERVICES/Title_07/07_table.htm)
- Auditor General –  
[http://www.auditorgen.state.az.us/manuals\\_schooldistrict.htm](http://www.auditorgen.state.az.us/manuals_schooldistrict.htm)
- OIG Website – [www.ed.gov](http://www.ed.gov) (Click on “Offices”, left-hand column, then select “Offices of Inspector General”, “home-page”).



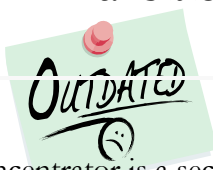

Questions





UPGRADE

## Modified Concentrator Definition

2006-2007	2007-2008 Transition Plan	2008-2009 thru 2012-2013 (5 year plan)
<p>A concentrator is a secondary student who achieves two transcribed Carnegie Units/credits in a single CTE program. One unit/credit must be in a Career Preparation Level III course.</p>	 <p>A concentrator is a secondary student who has transcribed: three (3) or more Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program; OR two (2) Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program, but only in those program areas where two (2) Carnegie Units/credit sequences at the secondary level are recognized by the State. In both cases the Carnegie Units/credits must be in a single Career Preparation program as outlined in the April 2007 Secondary CTE Resource Handbook.</p>	<p>A concentrator is a secondary student who has transcribed two (2) or more Carnegie Units/credits in a State-designated sequence in an approved Career and Technical Education program. The Carnegie Units/credits must be in a single Career Preparation program as outlined in the April 2007 Secondary CTE Resource Handbook.</p>
2006-2007	2007-2008 Modified Transition Plan	2008-2009 thru 2012-2013 (5 year plan)
<p>A concentrator is a secondary student who achieves two transcribed Carnegie Units/credits in a single CTE program. One unit/credit must be in a Career Preparation Level III course.</p>	 <p><u>Secondary Concentrator:</u> <i>a secondary student who has transcribed two (2) or more Carnegie Units/credits in a state-designated sequence in an approved Career and Technical Education program.</i>  <i>The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.</i></p>	<p>A concentrator is a secondary student who has transcribed two (2) or more Carnegie Units/credits in a State-designated sequence in an approved Career and Technical Education program. The Carnegie Units/credits must be in a single Career Preparation program as outlined in the April 2007 Secondary CTE Resource Handbook.</p>

## Section VI. FINANCIAL REQUIREMENTS

1. There are few substantial fiscal rule changes, relative to Perkins III.
2. Arizona does not plan to consolidate Title I (Basic Grant) and Title II (Tech Prep) funds under the provisions of Section 202 (a) of the Act.
3. Arizona does not currently have any districts that have requested to form consortium agreements under the provisions of Section 122(c)(6)(B) of the Act.

### Funding Formula/Setasides

#### Secondary –

- i. 85% of the 85% pool of assistance funds is awarded to eligible secondary school districts.
- ii. 70 % of the secondary formula funds are awarded on the basis of census counts for individuals 5-17 living in a household whose income is below the national poverty level as determined by the U.S. Census Office within the eligible district's geographical boundaries.
- iii. 30 % of the secondary formula funds are awarded on the basis of census counts for individuals 5-17 as determined by the U.S. Census Office within the eligible district's geographical boundaries.
- iv. Awards to Secondary Charter and BIA schools is made on a county by county basis utilizing high school ADM counts due to the lack of census data, by geographical region, counts.

#### The Reserve –

Arizona plans to use up to ten percent (10%) of its *secondary* formula funding to make awards under the 'Reserve' provisions of Section 112 (c) of the Act.

- i. Targeted groups include –
  - a. Eligible rural school districts.
  - b. Eligible recipients with large numbers of CTE participants (upper 50%).
  - c. Eligible recipients with large percentages of participants (upper 50%).
- ii. Award criteria may include –
  - a. Recipients that make significant improvements in their performance as reflected by their federal performance measurement objective.
  - ⇒ b. Targeted groups negatively impacted by Arizona's changing demographics.
  - c. New and emerging program areas.
  - d. Innovative program development.
  - e. Recipients that pilot new programs, selected on a competitive basis.

### Definition of "Rural"

"Small Isolated" school districts, as defined under the provisions of ARS 15-901.24 or "small" districts, as defined by ARS 15-901.25 outside of Maricopa County and not located within 30 miles of the Tucson, Flagstaff or Yuma metropolitan area.

### Definition of "Large numbers of participants"

The top 50% of eligible recipients, ranked on the basis of their CTE enrollment.

### Definition of "Large percentage of participants"

The top 50% of eligible recipients, ranked on the basis of their ratio of CTE students to their high school ADM

#### Postsecondary –

- i. 15% of the 85% pool of assistance funds is awarded to postsecondary schools on the basis of Pell, BIA counts and county poverty percentages for the targeted populations.
- ii. The 15% postsecondary allocation allows the State to utilize a State developed alternative formula in order to make equitable distribution of funds among its ten urban and rural community college districts under the provisions of Section 133 (a)(1)(B) and 133 (a)(2) -- {Special rules for minimal allocation.}.

## Section IV Accountability and Evaluation

1. Based on OVAE guidance input was obtained from secondary and postsecondary recipients to establish definitions for Concentrators:
- 2.

<b>Secondary Concentrator</b> - A secondary student who has transcribed two (2) or more Carnegie Units/credits in a State-designated sequence in an approved Career and Technical Education program. The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.
<b>Postsecondary Concentrator</b> – (1) completes <u>at least 12</u> transcribed academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree. In order to ensure that a student has established an occupational pathway, the student must complete 9 (nine) occupational credits with a given occupational program within a 2-year timeframe; <b>OR</b> (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or a degree.

3. Based on OVAE guidance input was obtained from secondary and postsecondary recipients to establish a state adjusted level of performance for each of the 14 indicators. There is an increased emphasis on accountability for quantifiable outcomes.

Performance Measure	SY 07-08 Level	SY 08-09 Level	What Does this Mean?
<b>1S1</b> Academic Attainment – Reading	OVAE Approved 48.6%	OVAE Approved 49.1 %	49.1% of CTE Concentrators will pass AIMS reading Arizona Annual Measurable Objectives (Arizona AMO).
<b>1S2</b> Academic Attainment – Mathematics	OVAE Approved 40%	OVAE Approved 40.5%	40.5% of CTE Concentrators will pass AIMS math (Arizona AMO).
<b>2S1</b> Technical Skill Attainment	Not required	60%	60% of CTE Concentrators who complete the State-designated sequence of courses within a program will take the assessment. 60% of test takers will pass the state-adopted technical assessment. There will be a minimum of 16/70+ programs aligned with industry-validated assessments/State credentialing or licensing exam in 2008-2009.
<b>3S2</b> Secondary School Diploma or GED	Not required	76%	76% of CTE Concentrators will graduate from high school <b>OR</b> earn a GED.
<b>4S1</b> Student Graduation Rates	OVAE Approved 71%	OVAE Approved 76%	76% of CTE Concentrators will graduate from high school. This is the established AMO for school year 2008-2009.
<b>5S1</b> Secondary Placement	Not required	50%	50% of CTE Concentrators who graduate will be placed in employment, military or training/postsecondary education in the second quarter following graduation.
<b>6S1</b> Nontraditional Participation	Not required	21.5%	21.5% of the CTE participants in nontraditional programs will be nontraditional genders. ADE CTE will use the nontraditional program list produced by OVAE.
<b>6S2</b> Nontraditional Completion	Not required	10%	10% of CTE Concentrators who passed the assessment for nontraditional programs will be nontraditional genders. ADE CTE will use the nontraditional program list produced by OVAE.

Performance Measure	SY 07-08 Level	SY 08-09 Level	What Does this Mean?
<b>1P1</b> Technical Skill Attainment	Not required	60%	60% of CTE Concentrators will pass a national, state, or local industry assessment. Each community college will use approved National/State/local industry standards and assessments.
<b>2P1</b> Industry Credential, Certificate or Degree	Not required	27%	27% of CTE Concentrators will receive a degree, certificate, or industry-recognized credential.
<b>3P1</b> Student Retention or Transfer	Not required	67%	67% of CTE Concentrators who were enrolled the previous fall will return to their current 2-year institution <b>OR</b> transfer to another 2 or 4-year institution..
<b>4P1</b> Student Placement	Not required	34%	34% of CTE Concentrators are employed, entered the military or an apprenticeship program in the second quarter following departure from postsecondary education.
<b>4P1</b> Nontraditional Participation	Not required	20%	20% of CTE participants enrolled in nontraditional programs will be nontraditional genders. ADE CTE will use a nontraditional program list produced by OVAE.
<b>5P2</b> Nontraditional Completion	Not required	15%	15% of CTE Concentrators enrolled in nontraditional programs and complete the nontraditional program will be nontraditional genders. ADE CTE will use a nontraditional program list produced by OVAE.

4. Arizona will implement valid and reliable definitions and approaches for each of the performance measures. Arizona must insure that that data collected from the eligible recipients is valid and reliable and that the data reported to OVAE is valid and reliable.
5. Arizona has made every effort to align with data collection systems with current requirements for other State and federal programs.
6. After negotiating the level of performance for each indicator, Arizona will offer the State Adjusted Level of Performance to each eligible recipient. Recipients will have the opportunity to accept or negotiate a Local Adjusted Level of Performance (LALP). If they accept the LALP they are expected to continually make progress during a three year window. Either way, eligible recipients are held accountable for quantifiable performance targets.
7. If any recipient fails to attain the 90% of the targeted level for any measure, the law requires that the State oversee the development and implementation on an Improvement Plan. Funds will be withheld if there is no measurable progress after three years on an Improvement Plan. OVAE will use this same approach with States who fail to attain 90% of the targeted level for any of the 14 Performance Measures.
8. Arizona will annually report the effectiveness of Career and Technical Education programs by conducting an onsite Program Assessment Review of approximately 20 percent of the CTE secondary recipients annually. Eligible recipients are expected to also conduct an annual evaluation involving all the stakeholders identified in the Perkins IV law.



### **Summary: Section III: Provision of Services for Special Populations**

>Definition of special populations per Sec. 3(29) of the Act is as follows: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

>Local Application/plan contains assurances for funding eligibility which require districts to describe their program strategies for special populations.

>Perkins services will include, among others, equal access and strategies for success for special populations, in collaboration with NCLB at the secondary level, and other appropriate legislation.

>Performance levels/outcomes for special populations will be analyzed and increased, including additional focus on integrated academics, in order to prepare students for high skill/high wage/high demand occupations.

>Services will be reviewed through Program Assessment Review process, monitoring, technical assistance/site visits, and analysis of reporting documentation.

>Leadership funds will provide services for recruitment and retention of nontraditional populations.

>Funds will be utilized to provide services to CTE students/programs through Arizona Department of Juvenile Corrections, and through other approved CTE programs for alternative education as appropriate.

>Per Sec. 427(b) of the General Education Provisions Act (GEPA) as amended, each applicant for funds will ensure equitable access to and participation of special populations in CTE through appropriate strategies to avoid discrimination against these populations.

**Report ALL  
students  
with 2 or  
more  
credits**

**Report the  
Number of  
Carnegie  
Units  
earned in a  
program  
that are on  
the  
transcript**

2008 Secondary CTE Program Concentrator Report  
NEW Delivery System – Career Preparation

Concentrator Information			
CTDS	School Name	Fiscal Year	
12-34-56-001	SAMPLE SCHOOL	2008	
Program		Description	
51.3500		Therapeutic Massage	
Student Information			
Student Name (First, MI, Last)		<input type="text"/>	
Student Birthdate		<input type="text"/>	
Gender		<input type="text"/>	
Race		<input type="text"/>	
Leave Code		<input type="text"/>	
Student SSN (Voluntary)	<input type="text"/>	SAIS ID Number (Required)	<input type="text"/>
Confirm SSN	<input type="text"/>	Confirm SAIS ID	<input type="text"/>
ICTEP Participation Information			
At Graduation this student was receiving ICTEP services in category:			--Non ICTEP--
State Assessment Information			
Assessment: Therapeutic Massage	Tested?	Yes <input type="radio"/> No <input checked="" type="radio"/>	Passed? Yes <input type="radio"/> No <input checked="" type="radio"/>
Carnegie Unit Tracking Information			
Number of Carnegie Units Earned		<input type="text"/> 1? 2? 3? 4?	
Standards Attainment Information			
Standards Tracking Record?	Yes <input type="radio"/> No <input type="radio"/>		
Attained at least 80% of Career Prep Standards?	Yes <input type="radio"/> No <input type="radio"/>		
Concentrator Report Information			
Concentrator Report Completed Date		<input type="text"/> 01/09/2008	

You must hit the submit button to save any changes made

## **Hold Harmless**

1. How do we reduce supplemental hold harmless funding to a small group of districts that receive monies under the Perkins III Plan and the Perkins IV Transition Plan?
2. To reduce this funding to \$0 will require that an 18% per-year reduction in supplemental funding over the five year life of the plan.
3. Recommend reducing funding by 18% per-year over the five year plan.

H:\Excel-2008\_ADM&Census Data for 2006SG.xls

Basic Grant Pool - FY 2008 Alloc:

\$57,285,751.23

=(1811408)\*Applied Reserve Rate\*(1811409))

=Sec Bc - Reserve

Reserve

\$217,339.77

=(1811408)\*Applied Reserve Rate\*-600000

= Reserve amount reflects the \$600,000 held for the other innovative program requirement.

- 100% to Reserve Issues

Reserve Req Max \$1,811,409.10

Carryover: \$0.00

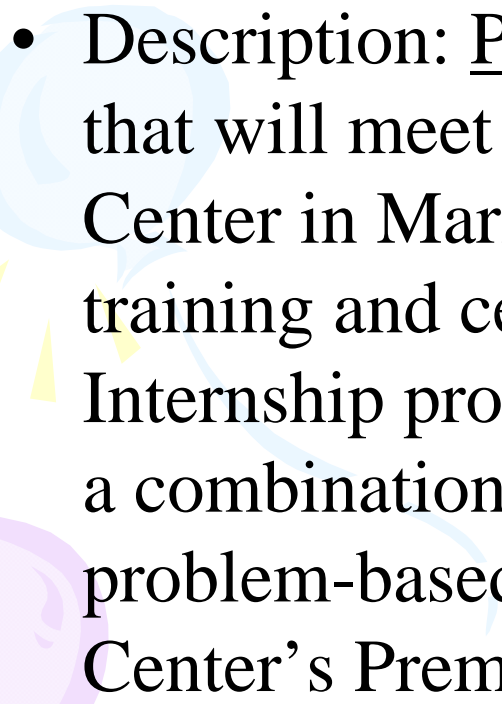
FY 2008 ALLOCATIONS BASED ON 2000 ADJUSTED CENSUS

CTD	DISTRICT NAME	Allocated Census Cts By School District Est S-17	ADJ BASE 1980-1990 & 2000	FY 2007 ALLOC	Applied Res Rate 90% OF 2000	Reserve Amt 0.04512	% Less Than FY 2000	Carryover
3 010216	ROUND VALLEY UNIFIED DISTRICT	1321.15	\$26,403.18	\$13,914.56	-47.30%	\$23,762.86	\$0.00	\$0.00
5 010220	GANADO UNIFIED DISTRICT	1892.28	\$78,161.37	\$44,800.74	-41.10%	\$33,360.63	\$0.00	\$0.00
7 090205	SNOWFLAKE UNIFIED DISTRICT	2385.85	\$54,825.77	\$32,325.28	-41.04%	\$22,500.49	\$0.00	\$0.00
2 010208	WINDOW ROCK UNIFIED DISTRICT	2676.45	\$89,380.86	\$54,457.48	-39.08%	\$34,923.38	\$0.00	\$0.00
4 010218	SANDERS UNIFIED DISTRICT	1435.02	\$80,518.45	\$38,222.59	-52.84%	\$42,295.86	\$0.00	\$0.00
6 010224	CHAMBLE UNIFIED DISTRICT	4855.98	\$228,558.42	\$151,398.32	-33.75%	\$77,160.10	\$0.00	\$0.00
7 090201	WINSLOW UNIFIED DISTRICT	2465.46	\$51,511.78	\$26,702.58	-47.75%	\$24,809.20	\$0.00	\$0.00
7 010227	RED MESA UNIFIED DISTRICT	2028.64	\$80,598.58	\$41,627.85	-48.49%	\$38,970.73	\$0.00	\$0.00
124 150576	BICENTENNIAL UNION HIGH DIST	1032,28484	\$83,578.30	\$56,266.11	-32.25%	\$27,312.19	\$0.00	\$0.00
101 110220	MARICOPA UNIFIED SCHOOL DIST	1451.00	\$24,718.07	\$21,228.54	-13.31%	\$3,489.53	\$0.00	\$0.00
1 010201	ST JOHNS UNIFIED DISTRICT	1451.00	\$24,718.07	\$18,271.40	-26.09%	\$6,446.67	\$0.00	\$0.00
15 020218	SAN SIMON UNIFIED DISTRICT	654.73	\$21,557.79	\$18,048.95	-16.50%	\$3,508.84	\$0.00	\$0.00
25 020218	TUBA CITY UNIFIED DISTRICT	108.00	\$2,280.98	\$1,786.21	-20.11%	\$506.77	\$0.00	\$0.00
11 020202	BISBEE UNIFIED DISTRICT	4358.22	\$156,897.11	\$108,114.17	-18.11%	\$48,782.94	\$0.00	\$0.00
11 100215	BAGDAD UNIFIED DISTRICT	1701.83	\$35,815.21	\$29,123.65	-18.68%	\$6,691.56	\$0.00	\$0.00
9 010215	AJO UNIFIED DISTRICT	446.38	\$3,797.22	\$3,129.67	-17.59%	\$667.55	\$0.00	\$0.00
14 020214	BOWIE UNIFIED DISTRICT	611.23	\$18,146.35	\$16,119.28	-11.19%	\$2,027.07	\$0.00	\$0.00
43 070224	GILA BRAND UNIFIED DISTRICT	139.00	\$3,438.32	\$2,916.14	-15.69%	\$522.18	\$0.00	\$0.00
31 040261	HAYDEN-WINKLEMAN UNIFIED DIST	791.82	\$22,786.13	\$19,404.06	-14.89%	\$3,382.07	\$0.00	\$0.00
121 140550	ANTELOPE UNION HIGH SCH DIST	341.00	\$9,527.58	\$8,167.63	-14.27%	\$1,359.95	\$0.00	\$0.00
33 030208	PIMA UNIFIED SCHOOL DISTRICT	1501.00	\$32,916.38	\$28,487.19	-13.49%	\$4,429.19	\$0.00	\$0.00
24 030208	NOGALES UNIFIED DISTRICT	755	\$15,365.33	\$13,538.30	-11.21%	\$1,827.03	\$0.00	\$0.00
106 120201	INDIAN OASIS-BAJO UNIF DIST	3454.32	\$73,353.43	\$65,730.73	-10.11%	\$7,622.70	\$0.00	\$0.00
95 100200	HERBER-OVERCROWD UNIF DIST	5784.36	\$137,495.70	\$126,253.02	-8.89%	\$11,242.68	\$0.00	\$0.00
78 030205	DOUGLAS UNIFIED DISTRICT	2285.43	\$30,701.42	\$28,942.87	-5.70%	\$1,758.55	\$0.00	\$0.00
17 020227	SANTA CRUZ VLY UNIFIED DIST	878.78	\$10,285.18	\$9,284.41	-9.83%	\$1,000.77	\$0.00	\$0.00
103 110540	SANTA CRUZ VLY UNIFIED DIST	4825.98	\$148,028.73	\$135,275.30	-8.62%	\$12,753.43	\$0.00	\$0.00
107 020225	GRAND CANYON UNIFIED DIST	2882.00	\$61,850.62	\$56,653.44	-8.55%	\$5,197.18	\$0.00	\$0.00
22 030204	SUPERIOR UNIFIED DISTRICT	3227.00	\$35,887.86	\$34,199.21	-4.71%	\$1,688.65	\$0.00	\$0.00
150 110215	PINON UNIFIED DISTRICT	288.11	\$3,341.64	\$3,201.19	-4.20%	\$1,140.45	\$0.00	\$0.00
76 090204	PINON UNIFIED DISTRICT	973.90	\$19,658.27	\$18,278.58	-7.41%	\$1,379.69	\$0.00	\$0.00
		2303.87	\$65,801.47	\$60,657.80	-8.82%	\$5,143.67	\$0.00	\$0.00

- hold reserves  
@ 50%

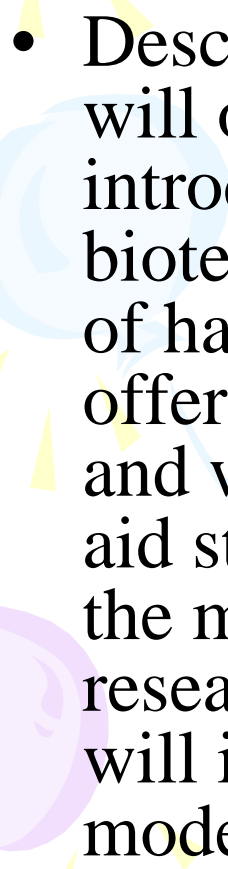


# Innovative CTE Programs Grant

- Jack Wallbrecht  
Maricopa Unified School District  
Amount of First Year Award: \$33,925
  - Description: Project Waterworks is a year-long program that will meet daily in collaboration with Global Water Center in Maricopa, Arizona to provide students with training and certification(s) through a Utility Operations Internship program. This will be accomplished through a combination of classroom preparatory activities and problem-based learning situations at Global Water Center's Premier water recycling facility.
- 




# Innovative CTE Programs Grant

- Dr. Janet Cox  
East Valley Institute of Technology  
Amount of First Year Award: \$270,063
  - Description: East Valley Institute of Technology (EVIT) will offer a Biotechnology Program that is designed to introduce students to different techniques used in biotechnology and genetic engineering through the use of hands-on laboratory training. This course will be offered at EVIT's new state-of-the-art health building and will have a classroom/lab environment which will aid students in developing extensive skills in preparing the materials and using the equipment necessary in research or an industry laboratory setting. This program will infuse two academic models – one an academy model and the other a project-based learning model.
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# Innovative CTE Programs Grant

- Kathy Prather  
Tucson Unified School District  
Amount of First Year Award: \$99,921
  - Description: Project BTL: Developing Biotechnology Leadership in Students was developed by Tucson Unified School District Career and Technical Education to provide advanced studies in biotechnology and bioscience through classroom experience, job shadowing and summer internships with collaborating Biotech industry partners. This collaborative partnership with The University of Arizona College of Science, the Bio5 Institute and Southwest Environmental Health Science Center will increase the student's bioscience content knowledge and hands-on skills in a contextual learning environment.
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# Innovative CTE Programs Grant

- Kriss Hagerl  
Sierra Vista Public Schools  
Amount of First Year Award: \$68,841
- Description: Sierra Vista Unified School District Career and Technical Education will develop a High School Pre-Engineering Program in partnership with Cochise College that will be combined with pre-existing college preparatory level academics at Buena High School. Along with a structured engineering program introduced at the College, students will be prepared for postsecondary engineering studies and/or high wage, high skilled occupations in the industrialized workforce. The partnership will implement Project Lead the Way (PLTW) and this innovative educational concept will bring multiple partnerships together to improve student learning, increase student retention rates and enhance career placement of participating students.





# Innovative CTE Programs Grant

- Marilyn Keller  
Tolleson Union High School District  
Amount of First Year Award: \$65,306
- Description: Tolleson Union High School District will create a Biomedical/Health Science Academy based on the Project Lead the Way (PLTW) Biomedical Technology curriculum. This wall-to-wall academy will provide an integration of core academic subjects resulting in a complete curriculum of academic and career classes to provide students with many alternative paths in a very broad health care career cluster. The addition of this new Biomedical/Health Science Academy to the existing Sports Medicine Academy would not only develop students' academic and career potential, but also provide opportunity to be part of an industry that has unlimited potential.

# Local Director Contact Information Form

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Email Address \_\_\_\_\_

Position \_\_\_\_\_

Organization \_\_\_\_\_

District \_\_\_\_\_

CTDS \_\_\_\_\_

Department \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip Code \_\_\_\_\_

Phone \_\_\_\_\_

Extension \_\_\_\_\_

Fax Number \_\_\_\_\_

County \_\_\_\_\_

Name of person you replaced \_\_\_\_\_

## If Mailing Address is a PO Box Number, Fill This Section

Physical Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip Code \_\_\_\_\_

## Educational Services and Resources

# Career & Technical Education

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- Programs and Standards
- Grants and Accountability
- Media Zone
- Facts and Figures
- Community/Advisory Relations
- **CTE Events Calendar**
- Links
- Contact Information



### Programs and Standards:

- CTE programs, curriculum implementation, student organizations
- Oversight and technical assistance related to Perkins Federal funding for Vocational/CTE programs, Learn and Serve, Education Professions, Civil Rights Reviews for those programs served by Federal funding
- Assessments, Programs of Study, Guidance Counselors, Tech Prep

### Grants and Accountability:

- AZ CTE Performance Measures
- Local Program Evaluation
- Entering CTE Enrollment and Performance data
- Accessing performance results
- Professional development opportunities
- AZ Career and Guidance resources, Grants, Secondary and Postsecondary reporting

### Media Zone:

- Newsletters
- Calendars
- Upcoming Events

### Facts and Figures:

- Consolidated State reports
- Perkins legislation

### Community/Advisory Relations:

- Workforce Development
- Professional development
- CTE Student Organizations

### Links:

- Assessments
- Certification
- CTE Connections
- CTE Delivery System
- CTE Programs
- CTE Student Organizations
- CTE Teams
- CTE Standards
- Enrollment Reporting Services
- Forms
- Guidance Counselors
- Handbooks, Guidelines
- Local Directors
- Performance Measures
- Perkins
- Tech Prep
- What's New
- Workforce Development

Recent addition: <http://www.azed.gov/cte/mediazone.asp>

New pages coming soon:

Programs and Standards, Grants and Accountability, Facts and Figures, Community/Advisory Relations